

MAGDALENA CYRKLAFF-GORCZYCA  
Nicolaus Copernicus University in Toruń  
e-mail: magdalena.cyrklaff@umk.pl  
ORCID 0000-0002-4062-1966

## INCLUSIVE COMMUNICATION AND LIBRARY SERVICES FOR PEOPLE WITH SPECIAL NEEDS IN THE LIGHT OF NEW LEGAL REGULATIONS AND SPECIALIST RECOMMENDATIONS



PhD Magdalena Cyrklaff-Gorczyca is the assistant professor in Institute of Information and Communication Research at Nicolaus Copernicus University in Toruń (NCU). She is library and information specialist and psychologist. Her research is focused on media, information, communication and library services for people with special needs, inclusivity in libraries, accessibility, media education and fact-checking. She is the chairwoman of the Information Verification and Cyberpathology Prevention Clinic at NCU. She is member of YUFE's Work Package for align support for people with different needs across YUFE partner institutions. She is member of the Polish Society of Social Communication, International Society for Knowledge Organization and the secretary of the Management and Marketing Committee of the Polish Librarians Association. She is the author of several dozen articles and several books, including "Bibliotherapy in education in the field of addiction prevention and health promotion" (2014) and "Media in the environment of people at risk of social exclusion" (2016). For the book "Interpersonal communication and psychological aspects of work with people. From cultural institutions to business" (2023) she received the Adam Łysakowski Scientific Award of the SBP in 2024.

**KEYWORDS:** Communication. Inclusive communication. Information and communication accessibility. People with special needs. Library services. Inclusive library.

**ABSTRACT: Thesis/purpose of the article** – The aim of the article is to determine the barriers to and opportunities for people with special needs in the context of effective communication with library services. First, the terminology and provisions of the *Act on ensuring accessibility for people with special needs* of 2019 are discussed. Then, general and detailed rules for communicating with selected groups of readers are distinguished and examples of adapting some library services to their needs are given. Finally, attention is paid to the integrative role of the library and to universal tips for effective interpersonal communication which increase the chances of effective communication in the library among both healthy people and those with difficulties. **Research methods** – The method used is analysis and criticism of sources and of literature on the subject. **Key results/conclusions** – People with special needs are a very diverse group. The basis for their effective use of library services is the identification of barriers and opportunities in the field of communication and reception of information. The recommendations prepared in the text enable free communication with various people, and thus increase their level of satisfaction with the service in the library.

## INTRODUCTION

The changes that have been introduced into human life with the expansion of globalization processes are constantly deepening. They are supported by progressive technological development and the transformation of the industrial economy into a system based on information and knowledge. On the one hand, we have increasingly better access to the Internet, products, and services, and on the other, in some regions of the world and communities, divisions and inequalities are deepening leading to exclusion. Exclusion results from belonging to different social groups occupying different social positions or with difficult access to valued goods (Sztompka, 2006). This may, for example, be the social exclusion of some disabled and poor people resulting from the inability to participate in important aspects of social life (see, e.g., Giddens, 2004; Fedorowicz-Kruszewska, Cyrklaff, 2016). It may also be digital exclusion, for example of seniors and rural residents who do not have regular access to digital and information technologies and/or cannot use them effectively (see, e.g., Batorski, 2009; Cyrklaff, 2016; Fedorowicz-Kruszewska, Cyrklaff, 2016).

The pandemic and the resulting lockdown contributed to the weakening of mental, physical, and social conditions, and as a result to deepening exclusion in many areas of personal and professional life (Consumer Federation, 2021; *Human Power Report*, 2020; *Mental condition...*, 2021). Unstable conditions of functioning in the modern world, constant exposure to disasters, diseases, and warfare increase people's sense of threat and fear. Information redundancy, overstimulation, disorders resulting from prolonged online exposure and growing social and professional demands contribute to an increase in stress levels and greater susceptibility to the

occurrence of disorders. The World Health Organization warns that in 2019, 970 million people around the world suffered from mental illness (every eighth person). These people most often suffered from depression and anxiety disorders (*World mental health...*, 2022). Therefore, not only somatic disease or disability, but also a decline in mental health results in more and more people needing support and special conditions that support their functioning in various situations.

Over the last few decades, legal acts have begun to appear in many countries that draw attention to the difficulties of various groups of people in meeting their life needs, in particular improving their situation in terms of access to products and services and increasing their participation in education, culture, and professional activity. In Poland, only recently, in 2019, the *Act on ensuring accessibility for people with special needs* appeared, which is an important step in equalizing opportunities and ensuring access to goods on an equal basis with people who do not have difficulties in this area. Therefore, the aim of this article is to determine the barriers and opportunities of people with special needs in the context of their effective communication with library services. The starting point here will be the above-mentioned act, followed by the rules of communicating with selected groups of readers who require adaptation both of verbal messages or their substitute, as well as of technological equipment. Finally, attention is paid to several important elements of effective, integrative and inclusive communication. In preparing the text, the method of analysis and criticism of sources and literature on the subject was used, mainly guidelines on alternative or inclusive forms of communication with people with special needs.

## PERSONS WITH SPECIAL NEEDS IN THE CONTEXT OF THE LAW IN POLAND

The existing law in Poland had not comprehensively addressed the issue of accessibility to products or services for people with various difficulties. However, there have been laws and regulations devoted specifically to people with disabilities, who are most exposed to various types of exclusion (see, e.g., *the Act of August 19, 2011 on sign language...*). In 2012, Poland ratified the Convention on the Rights of Persons with Disabilities. Article 9 of this document concerns accessibility, which means providing people with disabilities with “access, on equal basis with others, to the physical environment, to transportation, to information and communication, including information and communications technologies and systems, and to other facilities and services open or provided to the public”. (*Convention on the Rights of Persons with Disabilities...*, 2012, p. 7).

A comprehensive approach to the topic of accessibility was introduced in Poland only in 2019. Two important legal acts were published then: *the Act of July 19, 2019 on ensuring accessibility for people with special needs* and *the Act of April 4, 2019 on the digital accessibility of websites and mobile applications of public entities*. The issue of accessible communication is clearly mentioned in both documents, but in the latter mainly in the context of digital accessibility. However, in this article it is worth devoting some space to the issues raised in the first document, which introduces the concept of people with special needs. According to the act, a person with special needs is one “who, due to his or her external or internal characteristics, or due to the circumstances in which he or she finds himself or herself, must take additional actions or apply additional measures to overcome a barrier in order to participate in various spheres of life on an equal basis with other persons” (*Act of July 19, 2019 on ensuring accessibility...*, 2019, p. 1). The group of people with special needs will include people with disabilities, chronically and temporarily ill people, and those with physical, mental, and social difficulties. Everyone can be a person with special needs at different stages of their life. An example is a person traveling with a heavy suitcase. She has difficulty moving and has a particular need to use the elevator rather than the stairs. People with special needs will therefore include:

- people with mobility disabilities who move for example in a wheelchair or on crutches,
- people who have other difficulties in moving, e.g. people pushing a stroller with a child, carrying large luggage, etc.,
- people with visual disabilities,
- people with hearing disabilities,
- people with intellectual disabilities,
- chronically ill people whose symptoms may cause health and communication difficulties,
- people with mental disorders,
- people who have difficulty communicating,
- people of unusual height,
- seniors,
- children,
- pregnant women,
- people traveling with heavy luggage (*How to use the law...*, 2022).

“Accessibility is the ability for everyone to use services, products, information and places equally and at all times. Accessibility makes people with special needs independent from others. They can also fully participate in social life. Their age, fitness or illness doesn’t matter”. They can, like others, use, for example, a health clinic, library, school, or office (*How*

to use the law..., 2022, p. 8). Accessibility can be ensured through universal design, i.e. designing products, services, and environments so that they are to the greatest possible extent useful for everyone, not only people with special needs (*Convention on the Rights of Persons with Disabilities...*, 2012). To ensure accessibility, you can also use the so-called reasonable accommodation standard, i.e. adaptation by introducing changes to products, services, or the environment without imposing an excessive burden (*Convention on the Rights of Persons with Disabilities...*, 2012).

Pursuant to the Act, public entities are obliged to provide people with special needs with architectural, informational, communicational, and digital accessibility, meeting at least the minimum guidelines in this regard. In the context of this article, the issues of information and communication accessibility are important, as they influence the nature of contact and communication with a person with special needs. A very diverse range of measures can be used in the process of taking into account the accessibility of communication for people with disabilities and other groups of people with special needs. The provision in Article 2 of the Convention on the Rights of Persons with Disabilities indicates such means as: “languages, display of text, Braille, tactile communication, large font, accessible multimedia, as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means, and formats of communicating in writing including accessible information and communication technology” (*Convention on the Rights of Persons with Disabilities...*, 2012, p. 4)<sup>1</sup>.

In the context of ensuring minimum information and communication accessibility, public entities, including libraries, are legally obliged to ensure at least:

1. customer service via e-mail, SMS, MMS or otherwise using the Internet; video connection via the Internet; an available website or the use of an online sign language interpreter;
2. installing devices necessary to serve hard of hearing people, e.g. an induction loop or FM system which make it easier to hear and distinguish speech for people wearing hearing aids;
3. placing information on the scope of its activities on the website of the public entity: this may be a file with machine-readable text, a recording in Polish Sign Language, and/or information written in an easy-to-read text;
4. ensuring communication in the form required by the client who will submit an application in this matter to a given entity with justifica-

---

<sup>1</sup> For more information on media and technologies supporting the communication process of people with special needs, see: Małgorzata Fedorowicz-Kruszewska and Magdalena J. Cyrklaff (2016), *Media w środowisku osób zagrożonych wykluczeniem społecznym*. Toruń: Wyższa Szkoła Bankowa w Toruniu.

tion (*Act of July 19, 2019 on ensuring accessibility...*, 2019; *How to use the law...*, 2022).

Libraries, like other public entities, are obliged to provide the above forms of support for the communication process. However, it is also important to train library staff in direct communication with people with special needs, especially those who may have great difficulties in understanding the content or form of both verbal and non-verbal statements. In order to facilitate this process, the next part of the article lists general and specific tips that can help librarians better understand the needs and capabilities of their readers.

## HOW TO COMMUNICATE AND SERVE PEOPLE WITH SPECIAL NEEDS IN THE LIBRARY

Readers with special service needs will include a very diverse group of people. With some of them, verbal and non-verbal communication will not be difficult because they will only need, for example, support in moving from one place to another (e.g. in the absence of an elevator – help carrying heavy luggage to the floor). When contacting other people, for example people with disabilities, it will be important to adapt in terms of verbal and non-verbal communication. Communication with one's surroundings, especially for people with disabilities, may be difficult due to, for example, the intensity of the disability, as well as failure to participate in rehabilitation, difficulties in treatment, or difficulties in the process of education and activation. Due to the social and digital exclusion of some people with disabilities, they have difficulty accessing specialized equipment that facilitates the use of information and communication. (Cyrklaff-Gorczyca, 2023). Regardless of the etiology, or the approach to one's disability, disorder, or temporary indisposition, every person deserves equal treatment and an inclusive form of communication. The following tips may help with this<sup>2</sup>. The starting point will be general recommendations for contact with people with special needs:

1. Do not use outdated and pejorative terms such as “cripple”, “retarded”, “differently abled”, “invalid”, “psycho”, etc.
2. You can use the expression “disabled person” rather than the adjective “disabled”, etc.

---

<sup>2</sup> This part of the article is a shortened and edited fragment of the guidelines from the author's book, which contains more extensive characteristics of the functioning of people with special needs and more detailed guidelines for effective communication with them; see Magdalena Cyrklaff-Gorczyca (2023), *Komunikacja interpersonalna i psychologiczne aspekty pracy z ludźmi; od instytucji kultury do biznesu*. Warszawa: Wydawnictwo Naukowe i Edukacyjne SBP.

3. Negative terms such as “suffering” or “diseased” should be avoided. You could say, for example, “person with Down syndrome” instead of “person suffering from Down syndrome”.
4. It is worth following the rule: Before helping – ask. Sick and disabled people cope well in an adapted and friendly environment and want to be treated as independent people. However, when you see that the person may need support, you can ask how to help and follow their instructions.
5. Use moderation and tact when initiating physical contact. You cannot suddenly grab a person or touch their things, including a stroller, because it is part of their personal space.
6. It’s worth thinking before you say something. A conversation with a sick or disabled person should be conducted as with a healthy person, i.e. address them directly and not, for example, their assistant or translator. Additionally, you must respect the person’s privacy and not ask about their disability unless they bring up the subject themselves.
7. Respond politely to requests from people with disabilities. There are situations when someone asks for adjustments to be made for them. Usually it’s not a complaint, just information that they feel comfortable enough in someone’s company or place that they start talking about their needs. It is then worth reacting positively, and such a person will certainly return to the institution and encourage others to use it (see Cohen, 2024, pp. 6-8).
8. “Towards every person – healthy, sick, disabled, with disorders, or those who look unusual – you must behave politely, do not make fun of them, and try to live in harmony. That’s all there is to it, but in many situations it’s a lot” (Cyrklaff-Gorczyca, 2023, p. 163).

#### COMMUNICATION WITH PEOPLE WITH VISUAL DISABILITIES

People with visual disabilities cannot use standard sources of information. Blind people analyze things through the auditory channel (e.g. by listening to audiobooks) or tactile channel (e.g. by reading Braille texts with their fingertips). Visually impaired people require appropriate editorial preparation of the text (e.g. texts printed in an enlarged font) or technical devices supporting reading (e.g. electronic enlargers) (Fedorowicz-Kruszewska, Cyrklaff, 2016). When communicating with a person with a visual disability, it is worth remembering the following rules:

1. You should feel free to use idiomatic expressions such as “See you later”, as it is natural for such people. They themselves often use this type of expression.

2. Always warn a blind person before attempting physical contact with him/her. It is best to mention your name at the beginning of the first meeting, and in a professional situation also your function, for example "I am Marta. I am an employee of the Lending Agency". If you see that a person wants to sit down, you can, after informing them, guide their hand to the back of the chair.
3. When walking with a blind person, describe the surroundings you will pass and indicate potential obstacles, such as stairs (it is worth specifying whether they are "up" or "down" stairs). You should warn about an obstacle in a specific way, because just shouting "watch out!" won't let a blind person know what to do. You need to give them specific directions that don't require visual orientation, for example, instead of saying, "Turn right at the office supplies shelf", you could say, "Go straight to the end of the aisle, then turn right".
4. Blind people sometimes use a guide dog or a white cane. The guide dog must not be distracted, e.g. touched, stroked or given treats. If you are walking together, walk on the opposite side from the dog. As for the cane, it is part of personal space and must not be touched or moved.
5. It is recommended that labels and markings be written in clear letters that contrast with the background. Visually impaired people find it easiest to read text written in capital white letters on a black background.
6. Bright light may be a hindrance for visually impaired people, so it is worth positioning it so that it does not hurt the eyes and does not reflect on, for example, shiny objects.
7. When communicating with people with visual disabilities, remember to clearly indicate verbally that you are addressing them. Eye contact or non-verbal expression must be replaced with clear verbal messages.
8. A person with impaired vision should be provided with an alternative form of reading materials if they request such a thing during training or in the process of using a library. This may include, for example, increasing the font size in the text, providing a magnifying glass, using computer equipment with software that enlarges the text on the computer monitor, or inviting an assistant.
9. Blind and partially sighted people are helped by recording in longer formats (e.g. lectures). You should be open to this type of possibility, while emphasizing that such recordings, in accordance with copyright law, should be used only for personal use.
10. Blind people often use portable devices such as notebooks, watches, or phones where there is a "text to speech" option or a "read aloud" option. You should not point out to the person that you can some-



times hear the software reading the text, because very often this is the only way for them to quickly find the information they need. Reading is often done at an accelerated pace because people with visual impairments “read” faster and more effectively this way.

11. During training or other meetings, you must read aloud what is written on the board or what is in the printed materials distributed. You can also make an electronic version of the materials available to participants in advance (Cohen, 2024; Fedorowicz-Kruszewska, Cyrklaff, 2016).

### COMMUNICATION WITH PEOPLE WITH HEARING DISABILITIES

There are mainly two groups among people with hearing impairments: those who are deaf and those who are hard of hearing. This division determines not only the depth of hearing damage, but also biological, rehabilitation, family and social factors. Hard of hearing people are those who have mastered the national language (e.g. Polish), can read lips and writing in their native language, and often also speak. Deaf people, on the other hand, usually have a profound or significant level of hearing impairment and have great difficulty lip-reading. They communicate mainly in sign language because they usually do not speak or their speech is incomprehensible to those around them (Domagała-Zyśk, 2014). When communicating with a person with a hearing disability, it is worth remembering the following rules:

1. Deaf people do not consider themselves disabled people, but as a separate linguistic and cultural group with their own language (in Poland, Polish Sign Language, or PJM) and their own culture, tradition, and customs. They want the noun Deaf to be capitalized.
2. The term “deaf and dumb” should be avoided because it is interpreted as stigmatizing, as it indicates a person who is deaf, unable to speak, and has no language of their own.
3. Most people who have lost their hearing relatively recently usually do not use sign language and use devices such as hearing aids or writing devices in everyday communication. These people often inform their interlocutors what form of communication they prefer.
4. In the case of a complicated, demanding conversation, the most effective way to communicate with a person using sign language is the support of a sign language interpreter. In simple situations, writing messages on a piece of paper should be enough.
5. It is worth telling a person with a hearing disability directly if you do not understand what they are saying. However, if they signal that they do not understand a sentence, it should not be repeated in the same form, but paraphrased.

6. When a sign language interpreter is present during a conversation, you should look at the deaf person, not at the interpreter. It is worth maintaining eye contact with a person with a hearing disability and addressing them directly (e.g. "What would you like to drink?") and not to the interpreter ("Please ask what she would like to drink").
7. You must talk to a person with a hearing disability with your face turned towards them. This will make it easier for them to read lips if you can do so. It is also better to talk in a quiet, well-lit room than in a large crowded hall. You should also remember to avoid standing near a light source, for example a window, the glare of which may make the interlocutor's face blurry. This then makes lip reading impossible.
8. You should speak clearly, which helps in reading the context of the statement in the paragraph. You should not chew gum, smoke a cigarette or cover your mouth.
9. You should not shout at a person with a hearing disability. If they wear a hearing aid, it is certainly adjusted to receive normal voice levels. A raised voice or shout will be perceived as distorted.
10. Information addressed to deaf people, especially for whom Polish is a foreign language, must be written in a simple, easy-to-understand language. You can use sentence equivalents for this (Cohen, 2024; Cyrklaff-Gorczyca, 2023, pp. 174-176).

#### COMMUNICATION WITH PEOPLE WITH PHYSICAL AND OTHER DISABILITIES

Motor disability covers a very broad spectrum of problems related to moving, maintaining proper body posture, and performing various activities with hands. As in other disabilities, we distinguish congenital and acquired disorders of the musculoskeletal system. People with mobility disabilities can use, for example, prostheses, crutches, canes, or manual and electric wheelchairs to move around more easily. It is important to adapt public spaces to their needs, which means, first of all, eliminating architectural barriers, and even better, designing the space according to the principles of universal design (Cyrklaff-Gorczyca, 2023, pp. 177-179). When communicating with a person with physical disabilities, it is worth remembering the following rules. Many of them will also be useful in contact with other people, for example short people.

1. Ramps and doors that are adapted for disabled people's traffic should always be open and free from any obstacles, for example waste bins.
2. People using a wheelchair often cannot reach things, so it is important to place as many items as possible within their reach or eliminate obstacles that make access to them difficult.

3. When talking to a person in a wheelchair, it is a good idea to sit on a chair or stand at a short distance so that they do not have to strain their neck while making eye contact with a person standing.
4. If the counter in an institution is high, it is worth stepping out from behind it to serve a person in a wheelchair. It is also a good idea to offer a pad for filling out documents or signing, if necessary.
5. It is worth marking the best adapted route to and inside the library building, so that people using wheelchairs, canes, or crutches can use the most convenient way to get there.
6. It is worth training the building staff so that they are aware of how to help people with mobility disabilities or provide them with information.
7. People walking with crutches or canes should not be grabbed by their arms, as they use them to maintain balance. You should also not open a door from behind a person with mobility difficulties, as they may lean on it to open it. Opening the door may cause them to fall.
8. Inform verbally or with warning signs that the floor is wet. In the fall and winter, when floors are often wet, it is worth putting out doormats.
9. There are people who, at first glance, do not notice that they may have mobility problems. At an exhibition, in a long hall or in other spaces, it is worth providing seats/benches so that people with, for example, circulation problems can rest on them.
10. People with hand or wrist problems should be asked if they want help in reaching or lifting objects, opening doors, or operating some equipment (e.g. scanner, coffee machine) (Cohen, 2024; Cyrklaff-Gorczyca, 2023, p. 179-180).
11. It is worth familiarizing yourself with the so-called assistive technologies, e.g. with an alternative keyboard (with large keys), an alternative computer mouse (trackball) or an arm rest for people who have difficulty keeping their hands in one position for a long time. Sometimes it may be a good idea to rent such equipment from an institution that has already purchased it and check for free system solutions within the laptop, such as protection against entering additional characters by accidentally pressing the keyboard (Cyrklaff-Gorczyca, 2023, p. 181; Fedorowicz-Kruszewska, Cyrklaff, 2016, pp. 122-125).

## COMMUNICATION WITH PEOPLE WITH INTELLECTUAL DISABILITIES

According to the American Psychiatric Association's classification of mental illnesses, intellectual disability includes difficulties in three areas:

- mental abilities, including, for example, language skills, mathematics, reading and writing,
- social skills, including empathy, interpersonal communication skills and the ability to establish and maintain friendships,
- practical skills, e.g. self-management in the field of personal care, work, money management and recreation (American Psychiatric Association, 2023).

When communicating effectively with people with intellectual disabilities, it is worth remembering the following rules:

1. Address them in specific, simple sentences, without using abstract concepts. When translating more complex issues, it is worth dividing them into a series of short statements.
2. Adults with intellectual disabilities cannot be spoken to in a condescending, dismissive, childish manner, using the familiar form "you". You should adapt the pace, complexity, and vocabulary to the person you are talking to.
3. In the case of an adult person with intellectual disabilities who can make decisions on their own, their opinion and choice should be respected. In the case of a dependent person, their decisions should be consulted with their guardians, as they may pose a threat to their safety (e.g. leaving the library to go home on their own).
4. Clear signage with pictograms can help you find your way around the facility. It is worth supplementing descriptions or markings inside the building with such signs.
5. People with intellectual disabilities need an established and familiar order in their everyday functioning. Any change in this order or environment should be communicated to them well in advance.
6. It is worth giving people with intellectual disabilities more time to perform tasks, and introducing instructions in several stages. You should use many examples and take into account the cognitive capabilities of a given person (Cohen, 2024; Cyrklaff-Gorczyca, 2023, pp. 184-185, 189).

Pursuant to the 2019 Act on ensuring accessibility for persons with special needs, a public entity should provide information about its activities in an easy-to-read text on its main website. Easy-to-read materials are publications that are both easy to read and understand. They present, for example, literary texts, guides, and handbooks in a simple and accessible way. They appear in the form of printed text, electronic text, audio, or text on a website (Fedorowicz-Kruszewska, Cyrklaff 2016, p. 100; Cyrklaff-Gorczy-

ca, 2023, p. 185). These books are addressed to two groups. The first group includes people with permanent health deficits, e.g. people with intellectual disabilities, people with dyslexia, deaf people (especially those who lost their hearing before acquiring the ability to use a phonic language), people with ADHD, people with autism, and people with dementia. The second group includes people with limited language and reading skills who are assumed to use this type of materials only temporarily, i.e. immigrants, linguistic minorities, and people with a low level of education. Easy-to-read texts should be written concretely and logically, avoiding abstract language. You cannot introduce too many characters and metaphorical expressions that may be misunderstood by the reader. It is worth encouraging writers and illustrators to get to know the recipients of their works, meet them and expand their knowledge about reading problems. You should also test the material before going to print and make sure it suits your potential audience. Illustrations are important in easy-to-read materials because images help understand the content and often explain the message being conveyed. The appropriate graphic design of the work, font size, and paper are also important (Fedorowicz, 2002, pp. 49-51, 87-89). Equipping the library with easy-to-read materials and using this form of content on a website is an example of a universal action that will benefit many of the previously mentioned recipients.

## CONCLUSIONS – TOWARDS COMMUNICATION AND AN INCLUSIVE LIBRARY

In the difficult times we live in, Poland has noticed the need to adapt products, services, and environments to the requirements of people with special needs. Each of us can be among these. Therefore, it seems that one of the most important functions that libraries currently perform is an inclusive function, involving and integrating various individuals. Sensitivity to the quality of being together means systemic thinking about communication, in which a group of individuals is responsible for its quality, and not just someone who has visible problems in this sphere (Schulz von Thun, 2001). In effective, integrative, and inclusive communication it is worth remembering:

1. The essence of understanding various needs that result from the nature of dysfunctions or difficulties experienced by a person.
2. Individualizing the communication process, because each person is an individual who differs in some way from others.
3. Using appropriate technologies to support the communication process.
4. Adaptation of the physical environment, i.e. the internal and external space of the library.

5. Clear marking and description of the information and communication space.
6. Constantly improving the level of knowledge, skills, and competencies in the field of accessibility.
7. And finally, approaching the issue with empathy, patience, and openness.

## REFERENCES

- Adamczyk, Barbara (2016). Wykluczenie edukacyjne dzieci ulicy. Raport badań z Krakowa. *Seminare. Poszukiwania Naukowe*, 37(2), 59-71. <https://10.21852/sem.2016.2.05>
- American Psychiatric Association (2023). *Intellectual Disability* [online]. American Psychiatric Association; [accessed: 08.12.2023]. Available at: [https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA\\_DSM-5-Intellectual-Disability.pdf](https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA_DSM-5-Intellectual-Disability.pdf)
- Cohen, Judy (2024). *Praktyczny poradnik savoir – vivre wobec osób niepełnosprawnych*. Translated at the request of Ministerstwa Pracy i Polityki Społecznej Pełnomocnik Rządu ds. Osób Niepełnosprawnych, adaptation by Biuro Pełnomocnika Rządu do Spraw Osób Niepełnosprawnych. New York: United Spinal Association.
- Cyrklaff, Magdalena (2016). Wykluczenie cyfrowe osób w wieku 50+. Sygnalizacja problemu. In: *Starzenie się ludności jako wyzwanie XXI wieku. Ujęcie interdyscyplinarne*. Ed. by W. Gierańczyk, pp. 199-212. Toruń: Wyższa Szkoła Bankowa w Toruniu.
- Cyrklaff-Gorczyca, Magdalena (2023). *Komunikacja interpersonalna i psychologiczne aspekty pracy z ludźmi: od instytucji kultury do biznesu*. Warszawa: Wydawnictwo Naukowe i Edukacyjne SBP.
- Domagała-Zyśk, Ewa (2014). *Surdogłottodydaktyka. Lekcje i zajęcia językowe dla uczniów niesłyszących i słabosłyszących*. Lublin: Wydawnictwo KUL.
- Federacja Konsumentów (2021). *Wykluczenie cyfrowe podczas pandemii. Dostęp oraz korzystanie z internetu i komputera w wybranych grupach społecznych* [online]. Federacja Konsumentów; [accessed: 11.05.2024]. Available at: <http://www.federacja-konsumentow.org.pl/n,6,1479,1,1,wyklucze-nie-cyfrowe-podczas-pandemii.html>
- Fedorowicz, Małgorzata (2002). *Specjalne materiały czytelnicze dla osób niepełnosprawnych: zarys dziejów – formy – obieg społeczny*. Toruń: Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika.
- Fedorowicz-Kruszewska, Małgorzata and Cyrklaff, Magdalena J. (2016). *Media w środowisku osób zagrożonych wykluczeniem społecznym*. Toruń: Wyższa Szkoła Bankowa w Toruniu.
- Giddens, Anthony (2004). *Socjologia*. Warszawa: Wydawnictwo Naukowe PWN.
- Jak korzystać z prawa do dostępności. Poradnik* (2022). Ed. by B. Dąbłaż, B.E. Abramowska, K. Makowiecka. Warszawa: Państwowy Fundusz Rehabilitacji Osób Niepełnosprawnych.

- Kondycja psychiczna mieszkańców Polski. Raport z badań "Kompleksowe badanie stanu zdrowia psychicznego społeczeństwa i jego uwarunkowań – EZOP II"* (2021). Ed. by J. Moskalewicz, J. Wciórka. Warszawa: Instytut Psychiatrii i Neurologii.
- Konwencja o prawach osób niepełnosprawnych, sporządzona w Nowym Jorku dnia 13 grudnia 2006 r. (2012). *Dziennik Ustaw*, poz.1169, 1-54.
- Raport Human Power STRESODPORNÍ. Odporność psychiczna polskich organizacji* (2020). Oprac. merytor. P. Woszczyk, dr hab. J. Wiktorowicz [online]. Human Power; [accessed: 15.12.2023]. Available at: <https://humanpower.pl/raport-2021-stresodporni-fdAdsaD8445fdS9C3981FF6D842D63C5-pobierz>
- Schulz von Thun, Friedemann (2001). *Sztuka rozmawiania. t. 1. Analiza zaburzeń*. Kraków: Wydawnictwo WAM.
- Sztompka, Piotr (2006). *Socjologia: analiza społeczeństwa*. Kraków: Wydawnictwo "Znak".
- Ustawa z dnia 19 lipca 2019 r. o zapewnianiu dostępności osobom ze szczególnymi potrzebami (2019). *Dziennik Ustaw*, poz. 1696, 1-26.
- Ustawa z dnia 4 kwietnia 2019 r. o dostępności cyfrowej stron internetowych i aplikacji mobilnych podmiotów publicznych (2019). *Dziennik Ustaw*, poz. 848, 1-11.
- Ustawa z dnia 19 sierpnia 2011 r. o języku migowym i innych środkach komunikowania się (2011). *Dziennik Ustaw* 209, poz. 1243, 1-10.
- World mental health report: transforming mental health for all* (2022). Geneva: World Health Organization.

MAGDALENA CYRKLAF-GORCZYCA  
Uniwersytet Mikołaja Kopernika w Toruniu  
e-mail: magdalena.cyrklaff@umk.pl  
ORCID 0000-0002-4062-1966

## WŁĄCZAJĄCE USŁUGI KOMUNIKACYJNE I BIBLIOTECZNE DLA OSÓB ZE SPECJALNYMI POTRZEBAMI W ŚWIETLE NOWYCH REGULACJI PRAWNYCH I ZALECEŃ SPECJALISTÓW

**SŁOWA KLUCZOWE:** Komunikacja. Komunikacja inkluzyjna. Dostępność informacyjno-komunikacyjna. Osoby ze szczególnymi potrzebami. Obsługa biblioteczna. Biblioteka inkluzyjna.

**ABSTRAKT: Teza/cel artykułu** – Celem artykułu jest określenie barier i możliwości osób ze szczególnymi potrzebami w kontekście efektywnej komunikacji z nimi i obsługi bibliotecznej. Omówiono najpierw terminologię oraz postanowienia Ustawy o zapewnianiu dostępności osobom ze szczególnymi potrzebami z 2019 r. Następnie wyodrębniono ogólne i szczegółowe zasady komunikowania się z wybranymi grupami czytelników oraz podano przykłady dostosowania niektórych usług bibliotecznych do ich potrzeb. Na koniec zwrócono uwagę na integracyjną rolę biblioteki i uniwersalne wskazówki do sku-

tecznej komunikacji interpersonalnej, które zwiększają szanse na efektywne porozumienie w bibliotece zarówno wśród osób zdrowych, jak i tych z trudnościami. **Metody badań** – Wykorzystano metodę analizy i krytyki źródeł oraz literatury przedmiotu. Najważniejsze **wyniki/wnioski** – Osoby ze szczególnymi potrzebami to bardzo różnorodna grupa. Podstawą ich efektywnej obsługi bibliotecznej jest identyfikacja barier i możliwości w zakresie komunikacji i odbioru informacji. Przygotowane w tekście rekomendacje umożliwiają swobodne komunikowanie się z różnorodnymi osobami, a co za tym idzie zwiększają poziom ich zadowolenia z obsługi w bibliotece.